Miriam Matzinger

3/24/13

Kari Johnson

RDG 4402

**Individualized Integrated Curricular Unit**

**Student:** Jesus

**Grade:** 3rd

**Theme:** Life Cycle of animals

**Science TEKS:**

(2)  Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:

(C)  construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data;

(F)  communicate valid conclusions supported by data in writing, by drawing pictures, and through verbal discussion.

(9)  Organisms and environments. The student knows that organisms have characteristics that help them survive and can describe patterns, cycles, systems, and relationships within the environments. The student is expected to:

(A)  observe and describe the physical characteristics of environments and how they support populations and communities within an ecosystem;

(10)  Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:

(A)  explore how structures and functions of plants and animals allow them to survive in a particular environment;

(B)  explore that some characteristics of organisms are inherited such as the number of limbs on an animal or flower color and recognize that some behaviors are learned in response to living in a certain environment such as animals using tools to get food; and

(C)  investigate and compare how animals and plants undergo a series of orderly changes in their diverse life cycles such as tomato plants, frogs, and lady bugs.

**ELA TEKS:**

(2) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions;

(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and

(3) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

(13) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(A) identify the details or facts that support the main idea;

(D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.

(19) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.

(20) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and

(C) write responses to literary or expository texts that demonstrate an understanding of the text.

**Non-Fiction Read Aloud Books:**

1. *“Ciclo de Vida de La Mariposa”* by Angela Royston is a book that tells the cycle of the butterfly. It has a lot of large real life pictures of an egg to an adult butterfly. This will be a good book to work on the life cycle of the butterfly vocabulary.
2. *“Cómo Crece una Araña”*by Pam Zollman describes the life cycle of a spider. It has large real pictures on almost every page. It is a good book for reading comprehension and vocabulary.
3. *“Frogs”* by Gail Gibbons is about the cycle of a frog from an egg, to a tadpole, to a frog. It also shows and explains the different parts of an adult frog. It explains the anatomy and environment in which they live very well. It also has a picture that shows the difference between a frog and a toad. This book is great for vocabulary.
4. *“Sea Horses”* by Steven Otfinoski tells and shows the life cycle of a seahorse. It’s a good book for vocabulary and reading comprehension.

**Fiction Read Aloud Books:**

1. “*La Oruga Muy Hambrienta”* by Eric Carle is a good book that tells the story of a very hungry caterpillar that eats almost anything to get filled up and at the end, it finally ends up eating a large leaf which satisfies him and later turns out to be a beautiful butterfly. It has a lot of words that repeat themselves, so I would like to use this book for fluency and also vocabulary.
2. *“La Araña muy Ocupada”*by Eric Carle is a book about a spider that is very determined to finish her web despite all the animals talking to her. I think this story shows that determination is a good thing to have. One thing about Eric Carle is that he loves to repeat words again and again and so this book is good for fluency and writing prompt. I could ask to write about a time that he was busy with something and he was so determined in finishing that project.
3. *“Green Wilma”* by Tedd Arnold is a funny book about a green frog named Wilma that is very hungry and goes around all over the school trying to catch a fly. I think this would be a good writing prompt about what it is that they like to do at school or what is their favorite food and why.
4. *“Don Caballito de Mar”* by Eric Carle is about a seahorse that swims waiting for his eggs to hatch and he meets some underwater fathers caring for their babies: Mr. Tilapia, who carries his babies in his mouth; Mr. Kurtus, who keeps his on his head; and Mr. Catfish, who is baby-sitting his young hatchlings. This book is great for fluency and reading comprehension.